

CHOICES OF BASIC FORMS OF ACTIVITY: WORK, STUDY AND REST BY PRISONERS – OWN ACTIVITY OR OTHER CONDITIONS? (CASE STUDY)

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Abstract. The study focused on the choice of basic forms of activity: work, study, recreation and rest of prisoners, both being free and during imprisonment, i.e. stay in penitentiary isolation. The analysis was supported through the study of an individual case – the fate of an individual sentenced by a final court judgment to 25 years imprisonment. The research verified the concept of Tyszkiewicz, which was based on the empirical information obtained. The respondent declared that his behaviour in the scope of learning, performing duties at work and spending free time were individual decisions. However, in these choices, both in conditions of freedom and while in prison, positive and negative environmental impacts co-determining the choice of the respondent's activities played a part.

**WYBORY PODSTAWOWYCH FORM DZIAŁALNOŚCI: PRACY,
NAUKI I WYPOCZYNKU PRZEZ OSADZONYCH – WŁASNA
AKTYWNOŚĆ CZY INNE UWARUNKOWANIA? (STUDIUM
INDYWIDUALNEGO PRZYPADKU)**

Słowa kluczowe: podstawowe formy działalności, praca, nauka, rekreacja, wypoczynek, kara pozbawienia wolności, endo- i egzogenne wybory postępowania

Streszczenie. W opracowaniu skupiono się na wyborach podstawowych form działalności: pracy, nauce, rekreacji i wypoczynku osadzonych, zarówno w warunkach wolnościowych, jak i podczas odbywania kary pozbawienia wolności, czyli pobytu w warunkach izolacji penitencjarnej. Opracowanie wsparte zostało studium indywidualnego przypadku – losów badanego mężczyzny, skazanego prawomocnym wyrokiem sądu na 25 lat pozbawienia wolności. W badaniach poddano weryfikacji koncepcję Tyszkiewicza, którą starano się zweryfikować za pomocą uzyskanych danych empirycznych.

Badany deklarował, że jego zachowania w zakresie zdobywania nauki, wykonywania obowiązków w pracy i spędzania czasu wolnego były indywidualnymi decyzjami. Jednakowoż w tych wyborach, zarówno w tzw. warunkach wolnościowych, jak i podczas przebywania w zakładach karnych, partycypowały pozytywne oraz negatywne oddziaływania środowiskowe współdecydujące o wyborach aktywności badanego.

Introduction

At every stage of socio-cultural-civilizational development, society has outlined and still outlines a certain framework of conduct for people. There is no exaggeration in the statement that it has imposed and imposes specific norms and practices, as penal sanctions have been applied for the lack of subordination. Nowadays, in adult life, individuals should try to combine conscientious work with elements of education, using various forms of education, further training, professional development and self-education. Adults should not, however, forget about rest, recreation, sport, as well as passive and / or active participation in culture, rational use of scientific and technological achievements, both at work, during study or leisure and in other forms of activity while performing social roles imposed or adopted by individuals¹.

However, man is not only a social being, but also a natural one, and above all – an individuality². Therefore, the cases that, along with endo – and exogenous development, basic forms of activity, i.e. work, study, recreation and leisure, are assigned individual significance and are not necessarily those outlined within the framework of social conduct. As Leon Tyszkiewicz³ mentioned, it should be said that the forms of activity chosen by people are partly deterministic and partly indeterministic. The tangles of geno – and phenotypic conditions, as well

¹ M. Łoś, *Role społeczne w nowej roli*, [w:] I. Machaj (red.), *Małe struktury społeczne*, UMCS, Lublin 2004, s. 97.

² T. Sołtysiak, *Nierówności w etiologii zabójstw matek przez synów Studium indywidualnych przypadków*, UKW, Bydgoszcz 2017, s. 34.

³ L. Tyszkiewicz, *Kryminogeneza w ujęciu kryminologii humanistycznej*, UŚ, Katowice 1997, s. 23.

as circumstances and situations, may co-decide upon the gradation of these forms of activity along with the methods of their implementation. It cannot be excluded that, in the course of actions taken, individuals may change the choices of their own previous ventures to others or improve or modify those choices at socially accepted or unacceptable levels. However, they are the individuals themselves who ultimately make choices about the types and modes of action. Therefore, most often the entities themselves decide which, in specific circumstances, priorities they assign to given forms of activity and whether and how they will change them. However, many individual and environmental conditions participate in these elections, including socialisation in the broad sense. Thus, these may be the choices of activities determining the satisfaction of lower and / or higher order needs⁴ in ways accepted by most of society, i.e. within outlined, even imposed standards of conduct, not entirely conformist. During their implementation, innovative and creative solutions can be introduced by people to meet their needs. These choices can contribute to multiple individual achievements and the development of social life, multiplying the achievements of culture, science and technology without destroying and degrading the natural environment⁵.

However, these choices may increase the risk of becoming involved in pathological behaviour, including violation of legal norms. These important social problems are considered in the aetiology of pathological behaviours, along with their extreme forms, i.e. non-compliance with legal norms⁶.

It is rather a truism that criminal behaviour may end in a court judgment, including imprisonment. It seems that further remarks should be made about the penalty of deprivation of liberty and the actions towards convicts in directing their activity towards choices of work, study, recreation and leisure in forms and methods that are socially respected.

⁴ Polish Penal Code, "Journal of Laws of the Republic of Poland" 1997, no. 90, pos. 557), Warszawa 2003, p. 5.

⁵ Por. U. Beck, *Spółeczeństwo ryzyka*, tłum. T. Kunz, Scholar, Warszawa 2004, s. 48–50; A. Giddens, *Nowoczesność i tożsamość*, tłum. A. Służycka, Wyd. Nauk. PWN, Warszawa 2010, s. 12–22.

⁶ See: J. Błachut, A. Geberle, K. Krajewski, *Kryminologia*, Arche, Gdańsk 2001, s. 48; B.T. Woronowicz, *Uzależnienia, geneza, terapia, powrót do zdrowia*, Media Rodzina Parpamedia, Warszawa 2009, s. 148–153, 347–350, 394–526.

Prison sentence and focusing the activity of prisoners on restoring the meaning of: work, study, cultural and educational activities and sports

For centuries, penalties have been applied for violating applicable standards of conduct. Forms and ways of punishment along with the development of many areas of social life were changed and modified. Very drastic death sentences, preceded by exceptional suffering, such as nailing, crucifixion, wheel breaking and others, were replaced by less cruel forms of deprivation of life⁷. In many countries, including Poland, the death penalty was abolished. However, in countries where the death penalty is applied, these sentences are carried out with respect for human dignity. There may be a reflection, whether taking back the gift of life belongs to humanitarian activities.

Imprisonment sentences, including life imprisonment for prisoners, continue to be applied. Admittedly, other alternative solutions are being introduced, including suspended sentences and electronic supervision. However, imprisonment still belongs to be chosen the most often by courts in our country. This is confirmed by penitentiary statistics⁸. In 2017, there were imprisonment sentences of 65.769 adolescents and adults, while in 2018, 65.684 people were imprisoned. In contrast, electronic supervision was used in 35.000 cases in 2017 and 37.000 in 2018⁹. It should be added that mitigation of influence on convicts was and is also implemented during imprisonment. In the light of the current Criminal Executive Code, imprisonment sentences are carried out “[...] in a humane manner, with respect for the dignity of the convict. Torture or inhuman treatment or degrading treatment or punishing the convicted person is prohibited”¹⁰.

Despite the easing of imprisonment, the essence of those punishments in which general and individual prevention are valid has been preserved.

General prevention can and should be a preventive measure, restraining or discouraging people from committing criminal acts. Court sentences, and

⁷ See: M. Czerwec, *Więziennictwo. Zarys rozwoju więziennictwa (materiały na prawach rękopisu)*, Centralny Zarząd Więziennictwa MS, Warszawa 1958, s. 15; E.J. Dukaczewski (przy współ. P. Martynka), *Z historii instytucji i koncepcji resocjalizacyjnych w Europie i USA*, [w:] K. Pospiszyl (red.), *Resocjalizacja nieletnich – doświadczenia i koncepcje*, WSiP, Warszawa 1990, s. 15.

⁸ <https://sw.gov.pl/strona/statystyka-roczna> (05.01.2020).

⁹ <https://www.rp.pl/Prawo-karne/305299917-Nowelizacja-prawa-karnego-dozor-elektroniczny-bardziej-powszechny.html> (05.01.2020).

¹⁰ Polish Penal Code..., no. 90, p. 5.

often providing this information publicly in the mass media, can and should make people realise that committing criminal acts is not unpunished. Man is deprived of the most important value, freedom. Admittedly, in an open environment, freedom is not always appreciated by people. Nonetheless, the news from the media about long-term detention in prison, with life imprisonment, can lead people to reflect deeply on their own behaviour and help them abandon violations of legal norms.

General prevention is associated with individual prevention, also referred to as specific prevention. The arrest itself, and later judgments given by courts – imprisonment, can contribute to social degradation, including the stigmatisation of man and their loved ones¹¹. At the same time, penitentiary isolation and subordination of almost all human functioning to numerous laws, ordinances and regulations may lead to multiple nuisances, including deprivation of needs, the consequences of which may be somatic, physiological and psycho-social disorders¹². These special ailments are designed to discourage persons serving imprisonment before further violation of the normative order in penitentiary institutions and after leaving them¹³.

The basic goals of individual prevention are primarily focused on motivating prisoners to analyse and evaluate previous individual choices of conduct that more or less consciously prompted them to violate legal norms, drawing conclusions from existing methods of dealing with remorse and adequate guilt¹⁴. Helpful in this regard are the actions addressed to prisoners in prisons by employees of the Prison Service, especially educators. In these interactions, in the light of the Criminal Executive Code, the essence boils down to restoring the basic forms of activity: work, study and leisure, such ways of choosing behaviours so that they do not interfere with the generally established framework of conduct in the social environment.

¹¹ See: M. Ciosek, *Człowiek w obliczu izolacji więziennej*, Stella Maris, Gdańsk 1996, s. 155; T. Sołtysiak, M. Golińska, *Gdy ojciec poszedł siedzieć, moje bezpieczeństwo pękło jak bańka mydlana*, (case study), „Annales Universitatis Paedagogicae Cracoviensis. Studia de Securitate et Educatione Civili” 2014, R. 4, s. 147–158; T. Sołtysiak, K. Kowalska, *Napotykanie przez matkę trudności w wychowaniu dzieci, których ojciec przebywa w zakładzie karnym – studium przypadku*, „Wychowanie na co Dzień” 2014, nr 5, s. 15–18.

¹² M. Ciosek, op. cit., s. 161.

¹³ See: E. Bielicki, *Z problematyki resocjalizacyjnej. Patologia społeczna. Patologia indywidualna. Etiologia kryminalna. Kara*, Kuj.-Pom. Szkoła Wyższa, Bydgoszcz 2005, s. 104.

¹⁴ S. Schwartz, *Aktywizacja osobistych standardów normatywnych a zachowania prospołeczne*, „Studia Psychologiczne” 1976, nr 15, s. 5–32.

Imprisoned adolescents and adults can:

- obtain employment and work in prison facilities, or outside these institutions (articles 121 to 129)¹⁵;
- complement and expand education within the patency and level of education, and thus acquire and deepen qualifications and improve professional skills (Articles 130 to 134)¹⁶.

The forms of activity mentioned in the Criminal Executive Code, addressed to prisoners, are complemented by additional legal and regulatory guidelines and regulations detailing the possibilities and limitations of these activities in the areas of individual penitentiary units and outside them. It is difficult to ignore the conditions that individual penitentiary institutions have in terms of implementation: work, study and rest of prisoners together with cooperation with the wider social environment. Implementation of duties by employees of the Prison Service and other institutions cooperating with prisons under signed contracts and other agreements focused on the basic activities of prisoners in prisons.

It seems that these conditions should be slightly extended, as they participate in the possibilities and limitations of the implementation of basic forms of activity in prisons, even though they are guaranteed in the Criminal Executive Code. Namely:

- In prison conditions, consideration should be given to:
 - additional rooms in addition to mixed, traditionally defined purposes, including: therapeutic laboratories, rooms for the implementation of cultural, educational, recreational and sport activities and their equipment and other devices supporting the implementation of these activities, together with the competences of employees performing these tasks;
 - the location of the school network in penitentiary institutions. Equipping these schools with libraries, learning materials and other resources necessary to perform the external and internal functions of schools¹⁷; with their specificity adapted to the conditions of isolation;

¹⁵ Ibidem, s. 79–87 and Regulation of Polish Minister of Justice from 30.05.2017 on the Fund for the Professional Activation of Convicts and the Development of Prison Workers, “Journal of Laws of the Republic of Poland”, Warszawa 1.06.2017.

¹⁶ Polish Penal Code, op. cit., pp. 87–89.

¹⁷ R.B. Woźniak, *Zarys socjologii edukacji i zachowań społecznych*, Bałtycka Szkoła Humanistyczna, Koszalin 1998, s. 226–231.

- equipping schools with workshops preparing prisoners for professional work, along with other specialised devices enabling the acquiring of professional skills for prisoners, their further training and professional development;
- taking into account that employed teachers preparing prisoners for their professional work should possess broad knowledge, skills and competences, as well as specialist preparation to perform this role;
- Opportunities and restrictions regarding the education of prisoners outside of prison, including taking up and / or continuing their studies and further forms of education.

Another extremely important aspect is the functioning of industrial and service facilities in total institutions and the creation of other employment places for prisoners in these institutions.

- Cooperation of penitentiary institutions with industrial, service, welfare and social institutions in towns and / or surroundings in which penitentiary institutions operate.

These only signalled factors, though there are many more, should be supplemented with the committed and diligent implementation of all obligations by employees of the Prison Service and employees of other institutions cooperating with prisons¹⁸, including:

- quality, attractiveness and ways of directing offers to prisoners by the employees in the scope of the possibility of implementing forms of education, further training and professional development, as well as job offers, and the implementation of specialist therapeutic and other programmes supporting the optimal functioning of persons in prison, including cultural-educational and recreational-sports activities;
- providing prisoners with advice on basic forms of activity, support and crisis interventions during encountered difficulties, as well as orienting prisoners' activity to overcoming them¹⁹;
- in the mentioned interactions, prison employees in their relations with prisoners should eliminate informing and imposing their own positions;

¹⁸ H. Machel, *Problem kadrowy a skuteczność poprawcza w więzieniach (na tle kilku ważnych czynników)*, [w:] T. Sołtysiak (red.), *Wybrane aspekty pracy penitencjarnej*, UKW, Bydgoszcz 2012, s. 35–59.

¹⁹ A. Kargulowa, *O teorii i praktyce poradnictwa*, Wyd. Nauk. PWN, Warszawa 2004, s. 42–44; A. Downs, *Jak przezwyciężyć życiowy kryzys*, tłum. E. Zaremba-Popławska, GWP, Gdańsk 2004, s. 6165; R.K. James, B.E. Grilliand, *Strategie interwencji kryzysowej*, Parpa, Warszawa 2005, s. 28–29, 32–34.

focus more attention on the involvement of prisoners in the basic forms of activity, strengthening their “Punctum Archimedis” with broadly understood individualisation and acceptance of convicts as people, regardless of the criminal acts committed by them. Therefore, shaping favourable dominants by employees during cooperation with prisoners should be a priority²⁰.

It is difficult not to recall once again the basic assumption of the humanistic concept of Tyszkiewicz²¹. This scientist claims that positive and negative behaviours of man most often coexist with tangles of endo – and exogenous conditions along with circumstances and situations. However, final decisions, i.e. the individual’s own activity, is crucial in done activities.

It is obvious that inmates, like most people, have fixed traces in memory, or resources of experiences and feelings repressed deeply to the subconscious mind, not always in line with the expectations of most people. They can be determined by prisoners due to numerous geno – and phenotypic conditions, in which their own activity has often marked their extremely winding ways of proceeding, including violations of legal norms. These important facts should be analysed by every re-socialiser making their own diagnosis²². It should be emphasised that attitudes and implementation of basic forms of activity: work, study, and spending free time, could provide temporary benefits to prisoners. However, in many cases violations of legal norms occurred in these forms of activities²³. The prisoners do not leave any previous life behind the gates of prison walls, but “bring” all previous experiences to these institutions and they are not rather indifferent in the choice of their activity in conditions of isolation. It happens that some prisoners do not respect any laws, ordinances or regulations, which may hinder their adaptation processes. In addition, in isolation conditions, prisoners can choose and use specific adaptation mechanisms as specific responses to insulation difficulties in meeting their needs. These may be various types of open and hidden revolts. It happens that the rebellions are extremely veiled with destructive and self-destructive forms. Moreover, prisoners can also use mechanisms such as withdrawal; settle; cold calculation; conversion and others,

²⁰ J. Doroszevska, *Pedagogika specjalna*, t. I, Ossolineum, Wrocław–Warszawa–Kraków–Gdańsk 1981, s. 581.

²¹ L. Tyszkiewicz, op. cit., s. 23.

²² E. Wysocka, *Diagnoza w resocjalizacji*, Wyd. Nauk. PWN, Warszawa 2008, s. 60–71.

²³ B. Hołyst, *Zagrożenia ład u społecznego* [1], Wyd. Nauk. PWN, Warszawa 2013, s. 94–120.

not in individual but most often in cumulative forms²⁴. These specific forms of activities used by prisoners can direct their activity and aggravate adaptation difficulties, and cases that even prevent optimal functioning in prisons, and influence on the selection of basic forms of activity. These mechanisms may also lead to inadequate reflections on one's previous own behaviour, various forms of neutralisation of guilt and disregard of the validity of committed criminal acts or to denying one's own responsibility for previous acts and other specific actions. These states of affairs are unlikely to lead to remorse, and yet adequate guilt and remorse are leading in guiding the further behaviour of prisoners and opposing the processes of prisonisation²⁵. Therefore, inmates may choose not to respect the basic forms of activity proposed in prisons or even any legal regulations determining their existence in these institutions.

A person, being an individuality, makes their own specific decisions. Saying colloquially, you cannot make a man from plasticine or other materials, placing in the framework delineated by the majority of society. Which choices under certain circumstances a man will make depend on the psycho-intellectual sphere, emotional-volitional, previous and current experiences and the totality of socialisation departments, their applicability and not, as well as many other intra – and interpersonal processes²⁶. Carol Lucas also strongly emphasised that above all, the prisoner themselves must want to and make efforts to change their behaviour, and Prison Service should do their best to make prisoners want to change²⁷.

Above-mentioned conditions co-deciding on the existence of detainees in free conditions, as well as continued functioning in prisons, may increase the risk of aggravated incurring disorders. On the other hand, employees of the Prison Service and other people cooperating with these institutions can only be multifaceted, take actions within the framework of integrated activities, direct their activities, use the management of Archimedean points, and minimise Achilles in a way that is shown in proverb “constant dropping wears away a stone”. It may seem like not much, but these are extremely helpful actions in directing the activity of prisoners.

For these reasons, the research results in the study were focused on the basic forms of activity: work, education and participation in cultural-educational and

²⁴ M. Ciosek, op. cit., s. 155–180.

²⁵ Ibidem, s. 159–161.

²⁶ L. Tyszkiewicz, op. cit., s. 33–38.

²⁷ L. Robinowicz, *Przegląd kryminologiczny: Carol Lucas (1803–1889). Pierwszy zwiastun nowoczesnej myśli wychowawczo-więziennej*, „Przegląd Więziennictwa Polskiego” 1934, nr 8.

sports activities in the self-perception of prisoners, taking into account their own activity and other conditions perceived by the respondents. The presentation of these results should be preceded by the adopted methodological solutions.

Methodological solutions adopted in research

Directing the activity of prisoners in restoring optimal significance to the basic forms of activity: work, learning and spending free time should constitute the essence of interactions in penitentiary institutions. In these interactions – as previously stated – many exogenous and endogenous conditions as well as circumstances and situations, which constitute a kind of resultant in the choice of activity paths of prisoners, participate. Although ultimately it is the man who decides what actions they will choose from the various other possibilities they see, i.e. “clearance decision”.

In research that has been conducted since 2016, efforts are being made to verify Tyszkiewicz’s humanistic concept²⁸. The research was embedded in the interpretative paradigm²⁹. In this paradigm, the aim is to explain the choices of individual actions, in a word, subjective ones. It is difficult to consider differently the choice of activities of prisoners in basic forms of activity than in individual and subjective categories. The subject of the study was: work, study, recreation and leisure in conditions of freedom and during imprisonment.

The aim of the research is: to show the subjective significance of work, study, recreation and rest in prisoners’ self-assessments along with individual and environmental conditions co-determining the choice of these forms of activity before imprisonment, during penitentiary isolation, and declarations of the respondents about using these forms of activity after leaving total institutions. The following problems were raised before the research:

- what and why in self-perception the respondents assigned work, study and leisure priorities in the so-called open environment?
- were the respondents deciding on the choice of these forms of activity and / or were they determined by other conditions?
- if and what basic forms of activity in conditions of penitentiary isolation did prisoners undertake?

²⁸ L. Tyszkiewicz, op. cit., s. 24.

²⁹ K. Rubacha, *Metodologia badań nad edukacją*, WAiP, Warszawa 2008, s. 308.

- if and what individual and / or environmental conditions, in the respondents' opinions, co-determined the choice of these forms of activity?
- if and what choices did the respondents declare that they would apply after leaving the prison?

So far, pilot studies have been conducted, using the diagnostic survey method, with the consent of the District Director of the Prison Service and the Directors of individual prisons, and the prisoners themselves. These studies were conducted among 40 prisoners and attempts were made to learn about the choices of basic forms of activity of the respondents in their self-perception. It can be stated that these studies constituted a prelude to further research penetrations carried out by the individual case method. Among the methods used in research, there are positive and negative aspects. The method of individual cases allows a more in-depth presentation of the fate of a man and their choices of behaviour along with discernible determinants. However, it does not allow any generalisations, transferring observations and conclusions to other people, although there may exist some parallels³⁰.

In the conducted research, this method seems to be the most optimal. During the research, a partially directed interview, analysis of prisoner's documents contained in personal and cognitive files A and B and the SES self-assessment scale by Marshall Rosenberg, adapted to Polish conditions by Irena Dzwonkowska, Kinga Lachowicz-Tabaczek and Mariola Łaguna, were used³¹. So far, eight inmates have been interviewed. In this study, for understandable reasons, only one case will be presented.

Obtained results

A presentation of the collected empirical material was preceded by the characteristics of the respondent, referred to as the informer.

A. Characteristics of the examined person

The man was born in 1975 and was 32 years old when he committed a criminal act. It was the first violation of legal norms by the respondent, though extremely drastic. The respondent was sentenced by a final court judgment to 25 years imprisonment for committing criminal acts under the Articles of Penal

³⁰ R.K. Yin, *Studium przypadku w badaniach naukowych Projektowanie i metody*, tłum. J. Gilewicz, UJ, Kraków 2015, s. 37–55.

³¹ I. Dzwonkowska, K. Lachowicz-Tabaczek, M. Łaguna, *Samoocena SES i jej pomiar*, Wyd. Testów Psychologicznych, Warszawa 2008, s. 61–63, 78.

Code³² 207 § 2; 148 § 1; 156 § 1 (act DP-506-459 / 06/06). During the interview, the man had been in prison for 10 years. Quite often in criminal history, he was stigmatised by other prisoners, despite the numerous protective actions of the Prison Service. He was moved to other prisons, or was in individual cells, sporadically participating in collective classes, etc. The respondent only completed primary school, while in the penal institution, he gained a vocational education.

The man was working during the time of his arrest, although he was on another sick leave during this period. In free conditions, the man changed jobs quite often, which he stated in an interview happened about 20 times.

The subject was a widower and a father of two children: a daughter and a son. He had limited parental rights in relation to his daughter, who was brought up by his mother-in-law after the tragic death of his wife. In turn, he was deprived of parental rights towards his son. The son was brought up by the respondent's sister, whom the family court most likely made a foster family (no data in documents), and the subject was not aware of any further information. The contacts of the examined person with his parents and sister were disturbed already during the man's existence "in freedom"; cut off completely while in prison.

B. Matrix ordered conceptually

First and second area: assigned importance of work, study, leisure in an open environment together with individual decisions of the examined person and / or conjunction of environmental conditions

"At first school went well. I liked to read a lot and did it at night, I was sleepy and did not want to get up in the morning to school, the mother screamed, swore that she would be late to work, she called, she grabbed the cable and hit where it fell [...]. I think that it was because of her that I hated school because I was bunking off, running away from home, and repeating classes, for which I was strongly offended by my mother and father [...]. Once they got so angry that I ended up in hospital [...]. In the district, each parent was hitting their kids [...]."

"When I finished primary school, I went to school to study as a baker-pastry chef. The owner, where I was supposed to practice, was flouting me, pushing, so I stopped working, [...] when my mother was, nothing suited her [...]."

"I worked, almost always in different places. I changed them around 20 times, I worked not legally and legally, because it was a must [...]. The old ones quickly left homes, so I needed to work hard. And then, when there was family and kids, my wife obviously didn't work, she was in rehab a few times. Even before marriage she was a drinker. We drank together [...]. If I was drunk for a few days, I visited doctors to get the medical leave, or I just quit job and sought new when I became sober [...]. There were no problems, because workers were needed[...]."

³² Penal Code (TJOL 1997 no. 88, pos. 553 with the following amendments: TJOL 2019 pos. 1950, 2128), art. 207 § 2, p. 72; art. 148 § 1, p. 58; art. 156 § 1, p. 60.

“After work, or with friends, or my wife, there was a TV, vodka, cheap wine and beer. There were parties many times, even the kids were left alone, the court ordered a rehab for my lady [...], she didn't go, maybe she jumped out of the window and killed herself [...], it helped a little. Well, I won't forget, because we were drinking together”.

“We didn't do other things in our free time, we didn't know what else we could do, because everyone did it, drinking and partying”.

Second and third area: undertaking basic forms of activity in conditions of penitentiary isolation and subjective and / or environmental conditions co-determining these forms of activity

“At the very front it was all anger and hatred, why did it happen? Well, maybe she was pushed out, I don't remember. There were sick leaves twice for two weeks. I went to the point, what they help in crises, but they only talked, and they didn't give the money or the flat. This talk didn't help. Now I regret it, because you had to go there, you drank to death [...]. It was vodka that made me, not me, after all, I could stop drinking, take care of the kids, not torture that they were crying [...]. When the cops rolled me up after all of this, after sobriety, it got to me what kind of a man I was, worse than an animal, worse than my mother. I didn't want it, but it happened, it hurts me inside, you don't sleep at night because I am thinking about it [...]. A difficult life, when I was doing such things [...]. In court, they stated that I was an addict, ordered a rehab in prison [...]. I did not admit it, later I understood that it was true [...], it was difficult, but I succeeded, I do not drink, because if you want to do it in prison, you can organise vodka or a special tea [...].”

“I am often moved, because others who sit, somehow know that they are sitting with someone who destroyed his family and tortured kids, they do not let go and fights with me [...].”

“In one prison there was an educator, such a good human being [...], he called me to talk to him [...], many times he said that «life is only one, that everyone makes mistakes and if you strongly want to, you can change. He began to tell me that it is time to get a job, because without it you cannot move, and wherever you go there is an a..s behind »[...]”.

“Following his prompting and help, I went to school. It wasn't going well there, I ended the vocational school, learned to be a pastry chef [...].”

“The teacher helped me, I was cleaning the prison, it was not great, but somehow you did not think about what you did. I was praised sometimes [...].”

“It is a pity that they took me away again because they treated me badly and I ended up in a criminal hospital [...].”

“Now I am alone in the cell. It's a pity, because this educator is gone. I am submitting job applications, but they reply that for security reasons it is impossible [...]. They bring different things to do in the cell. I strongly believe that one day I will do anything, even in the cell. For now I am reading, again I liked to do it, and time somehow passes faster [...].”

“In some prisons it was so successful that I was at meetings with athletes and they were talking about themselves. It was great. Once, such an actress came, read, spoke poems, she played with us like that [...]. It is a pity that because of my deeds I can hardly be in such classes, and that my parents never took me anywhere, I did not even go to school trips, they did not give money, because it was a loss [...], maybe I would be different? [...]”.

Third area: declarations of the respondent about further activities after leaving the prison

“You know, when I get out of the prison, I'll be almost old [...], you can't be scared of work in old age. I would like to make money abroad, return, have some cottage, set up a confectionery [...], and try to get the kids back by the court [...]. I would take them to theatres and other entertainment [...]. A long time in the prison is waiting for me, everything can happen [...].”

Note: When the respondent leaves prison, the children will be adults, so their decision will depend on whether they want to have any contact with their father.

C. Case description and interpretation

Socialisation of the respondent took place in a more completely small family. The subject had a younger sister. Both parents worked. The family was not without pathological signs, like many families in the estate in which the respondent lived. The father abused alcohol, besides, both the mother and father practically used quite drastic forms of physical and mental violence against children. Once the respondent was beaten so badly that he was taken to hospital³³.

The man attended kindergarten as a child. He started his primary school education within the statutory deadline, initially performing the duties of a student did not pose any difficulties. It was after the biopsychosocial development that he began reading books at night that he had difficulty getting up early. He said that in order to “get me out of bed, my mother screamed, swore and hit me with a cable where it fell [...]”. Thus, the subject began having trouble fulfilling his compulsory school attendance: truancy, most often combined with escapes from home and hatred for school and mother. According to the respondent, these factors co-decided on his selection of activities, resulting in school failures. These facts can be accepted as highly probable. What’s more, these action choices resulted in repetition of classes that deepened the use of parental violence against the subject. The respondent graduated from primary school with a delay and started vocational school. The aggressive behaviour of the confectionery owner during the internship led the man to resign from studying at this school.

Thus, the subject completed primary education. He tried, however, to work all the time and meet his own social and living needs, because his parents kicked him out of the house because “why to keep a free-loader“ (from an interview with the respondent).

The man often changed jobs, however, the uneven reasons determined it. It happened that he quit his job, because after a few days of excessive drinking he did not always receive sick leave from doctors. In addition, other causative factors – according to the respondent – co-determined this state of affairs, including higher wages in other workplaces, or conflicts with employers, especially when the respondent drank alcohol at workplaces, it determined his dismissal and led to changes in workplaces. Despite this, the respondent claimed that he did not have trouble finding a job, adding “the workers are always needed,

³³ I. Pospiszyl, *Przemoc w rodzinie*, [w:] B. Urban, J.M. Stanik (red.), „Resocjalizacja”, t. 2, Wyd. Nauk. PWN, Warszawa 2007, s. 61–65; B.M. Nowak, *Rodzina w kryzysie Studium resocjalizacyjne*, Wyd. Nauk. PWN, Warszawa 2012, s. 215–216.

I was not worried about finding a new job, everything was going well, if only the money was there”.

The man most often spent his free time with his friends, and alcohol was a means that allowed for relaxation, recreation and entertainment³⁴. “Alcohol was for everything. You could have fun, drown your sorrows, forget about the lack of money. Girls were also easily found” (from an interview with the respondent). These facts point to the so-called palimpsests, or memory gaps³⁵, often found in people who drink alcohol excessively. The man further stated that he did not use any other forms and ways of spending his free time, because he did not know them. He could not participate in school trips and other events organised by the school, e.g. going to the theatre, museum, etc., because “my folks stinted on the money”, adding: “I was not hungry unless I was punished, then I was given nothing to eat [...]”. A rather rhetorical question arises: was starving an adequate penalty?³⁶

The man also, when he met his future wife, spent his free time drinking alcohol. Quite often, apart from colleagues, she willingly accompanied him in this form of leisure.

It should be emphasised that quite quickly, after a month of acquaintance, the respondent lived with his partner in a rented room, and after 3 months, they got married. Admittedly, it was a fairly short period of acquaintance before such an important life decision such as a wedding³⁷. Despite the brief knowledge of the respondent’s partner – the future wife suited him, especially since “she did not say no to drinking, because she drunk heavily [...]; even when she was pregnant, even after the birth. My mother-in-law informed me that she was already in rehab [...]. She had only elementary school education. She never worked anywhere, so she was her mother’s dependant [...]” (from an interview with the respondent). He evaluated the life with his wife in eclectic categories, i.e. sometimes good, sometimes bad, even very bad, adding “bad because there was alcohol”. During the relationship, the woman was treated for addiction twice. According to the respondent, she decided to go to rehab once she gave

³⁴ B.T. Woronowicz, op. cit., s. 60–63.

³⁵ M. Frąckowiak, M. Motyka, *Zespół zależności alkoholowej: charakterystyka, fazy rozwoju, metody diagnozowania*, „Problemy Higieny i Epidemiologii” 2015, nr 96(2), s. 315–320.

³⁶ Z. Tyszka, *Socjologia rodziny*, PWN, Warszawa 1979, s. 162–174.

³⁷ M. Ryś, *Dorastać do życia w małżeństwie*, [w:] *Przygotowanie do życia w rodzinie*, Warszawa, ADAM, Warszawa 1997, s. 126; T. Szlendak, *Socjologia rodziny Ewolucja, historia, zróżnicowanie*, Wyd. Nauk. PWN, Warszawa 2011, s. 346.

birth to her daughter, and the second time when she was pregnant with her son. The court issued a decision on addiction therapy. “Rented rooms changed, because neighbours were getting to know that drunks are living here. They were calling the police and sending cases to court [...]. Then, when my wife was killed, I drank with her; how it happened and why it was done, I don’t know. Everything was then good [...]. After the death, I wanted to get a flat from the city, or some help; they gave nothing. Only these psychologists were doing the talking [...]. You could go to them, you thought that vodka was better and that it would do something. It is true that kids were neglected and beaten, and finally what was done was done, because such strong bitterness was in me that it was such a filthy life” (from an interview with the respondent).

In fact, instead of choosing the help offered by specialists in the Crisis Intervention Centre, the respondent chose his own procedure: alcohol as a means of forgetting and alleviating adaptation difficulties³⁸. The man drank without sobering up for almost three weeks. However, he reported during the interview that alcohol did not quite help him in solving problems. The mother of the ex-wife often took care of the grandchildren, but unfortunately, she was not able to fully prevent any further drastic events.

The arrest of this man and waiting for a trial was extremely difficult for him due to the fact that he did not realize that he was actively involved in his wife’s death and because of lack of alcohol³⁹. The man used numerous rebellion mechanisms, special forms of psycho-physical aggression against prison employees and himself⁴⁰. He chose similar ways of functioning after the court’s verdict. “Such anger was overwhelming me, I hated everyone because I didn’t want to do it. I wanted a cassation appeal. It didn’t work” (from the interview with the respondent). The court ordered a sentence of 25 years in prison and addiction therapy.

Starting treatment, the man continued to rebel, denying that he is addicted. It is not surprising at all, in the alcohol dependence syndrome there are denials, cheating the environment and self-deception⁴¹. After some time, the respondent understood that he was actually addicted to alcohol and began working with therapists. This form of activity selection is most desirable in the rehabilita-

³⁸ B.T. Woronowicz, op. cit., s. 70–77.

³⁹ M. Frąckowiak, M. Motyka, op. cit., s. 317.

⁴⁰ M. Ciosek, op. cit., s. 157.

⁴¹ A. Samochowiec, M. Chęć, Ł. Kołodziej, J. Samochowiec, *Zaburzenia używania alkoholu: Czy nowe kryteria diagnostyczne implikują zmianę strategii terapeutycznych?*, „Alcoholism and Drug Addiction/Alkoholizm i Narkomania” 2015, vol. 28, s. 55–63.

tion of addictions and promises a better chance of human existence in abstinence⁴². The respondent reported that he had not taken any toxic substances since the treatment, even though he noticed such opportunities in the prisons in which he was staying. He also declared that after leaving the total institution he would not return to addiction.

The man did not complain about the employees of the Prison Service. “They did what they needed to do, it’s a heavy drudgery in the prison and never-ending hustles” (from an interview with the respondent).

In one of the establishments, the educator – in the assessment of the man – exceptionally tried to direct the inmate’s activity. It can be stated that he contributed to taking up and finishing vocational school and acquiring the profession of the respondent. The man during the interview strongly emphasised that during the practical exam he was awarded for confectionery products. “Oh, it made me feel so good, I was praised for the very first time in my life [...]. It is a pity that this could not be done by my actions, because other convicts would not eat it [...].” (from an interview with the respondent). Satisfying the needs of success, achievements and appreciation can contribute to directing the further activity of the individual⁴³. Indeed, with the obvious help of the educator, the man got a job in a prison: tidying up the area around the prison. He worked alone to prevent aggressive behaviour of other prisoners towards the respondent. During the work, the respondent focused on actions taken and felt less pain in penitentiary isolation. Especially since he was in a single cell and had almost no contact with other convicts due to his being condemned by convicts for committing criminal acts. Kazimiera Milanowska points out that ergotherapy is an important form of maintaining an individual’s self-confidence and own abilities, and at the same time diverts attention from numerous adaptation difficulties⁴⁴. These circumstances occurred in the subject and co-shaped beneficial dominants. “It was not so great, because I needed to tidy up the area, but it was better than sitting in the cell, and they praised that I was good“ (from an interview with the respondent). The favourable streak did not last long, convicted despite protection, reached the questioned person and he was severely beaten, which resulted in his stay in hospital. After treatment, the man did not return to this facility. He was transferred to another institution and placed in a single

⁴² P.M. Monti, D.B. Abrams, R.M. Kadden, N.L. Cooney, *Psychologiczna terapia uzależnienia od alkoholu*, tłum. K. Skrzypek, Instytut Psychologii Zdrowia i Trzeźwości, Warszawa 1994, s. 7.

⁴³ A. Giddens, op. cit., s. 97.

⁴⁴ K. Milanowska (red.), *Terapia zajęciowa*, PZWL, Warszawa 1965, s. 11–12.

cell in which he stayed until research. He often claimed during the interview that he had applied for employment. These applications were handled by the superiors in the prison, who refused for security reasons. Nevertheless, the man receives in his cell various equipment to repair or puts together some elements of previously made products. He exhibited that it helps him to “pass the time”. In addition, he chose and, in detail, returned to the activity of reading books, which he hated so much because of his mother, and which caused him school failures. “Educators are talking that almost all they have read almost all books, it’s a pity that you can’t talk about them, listen to what others think about them” (from an interview with the respondent). These facts indicate the lack of interpersonal contacts of the prisoner. As a social being, it is difficult for a person to function alone⁴⁵.

It can be presumed that this rather depleted terminology in the respondent’s statements on the one hand was fortified by highly limited social contacts, both in an open environment that can be compared “to a cultural desert” with a specific terminology of the use of subcultural vocabulary⁴⁶. The results obtained using the SES M. Rosemberg’s scale for: Dzwonkowska, Lachowicz-Tabaczek and Łaguna should be given here⁴⁷. The respondent obtained 3 stens, which indicates a low level of self-esteem. In turn, it can be argued that inmates talking about themselves in an impersonal form are determined by deep intrapersonal conflicts. In addition, it should even be emphasised that the respondent in the election proceedings almost copied socialisation interactions in close social surroundings.

Unfortunately, the respondent could not often participate in cultural, educational, recreational and sports activities for security reasons. However, during his stay in prison, there were a few cases of his participation in this type of activity. These were extremely deep experiences and sensations for the subject. He stated during the interview that he had not previously participated in such forms of activities. “If I get out of the prison and get all the issues out, maybe I’ll pick up the kids, I’ll go to such events with them, maybe they’ll like it as I do [...]. I am doing physical exercises in the cell, because in prison, there are no such rooms for sport” (from an interview with the respondent). The lack

⁴⁵ A. Podgórecki, *Patologia życia społecznego*, PWN, Warszawa 1969, s. 60–65; A. Zajączkowski, *Rzecz o socjologii*, Semper, Warszawa 1993, s. 110–111.

⁴⁶ T. Sołtysiak, *Podkultury a transfiguracje językowe*, [w:] M. Szyszkowska, T. Mędzelowski (red.), *Wokół światopoglądu i gospodarki*, Kresowa Agencja Wydawnicza, Białystok 2019, s. 50–62.

⁴⁷ I. Dzwonkowska, K. Lachowicz-Tabaczek, M. Łaguna, op. cit., s. 75.

of participation in various forms of culture may surprise; in other words, it is cultural absence at the end of the 20th and the beginning of the 21st century⁴⁸. The respondent explained these circumstances by his parents not including him in participation in culture and in the environment in which he functioned. He often emphasised that the housing estate in which he lived did not use any forms of culture other than spending free time with alcohol and doing competitions, including who will drink more, and such forms of entertainment as telling dirty jokes, arm-wrestling and other forms of showing strength. Thus, in adult life, the man chose the forms of activities that he met in socialisation processes, i.e. meetings with colleagues and alcohol, and later, when he met his life partner, she also joined in on these forms of recreation and rest.

The respondent has plans for the future after leaving prison. His desires are to make money outside the country, return and open a small cafe with his own baked goods, buy an apartment and do his best to bring his children back to him. He also plans to go with his children to various places of recreation and culture. “[...] You know, I’ll be almost old [...]. You can’t be scared of work in old age. Maybe I will succeed [...]. It happened; you cannot change it. If only it could not hurt so much inside [...].” (from an interview with the respondent). Therefore, the respondent is tormented by remorse and guilt, which may be a sign that after leaving prison, he will choose socially acceptable ways of conduct.

D. Observations and conclusions

The presented significant fate of the respondent, with particular emphasis on the choice of basic forms of activity: study, work, recreation and leisure, were connected, partly determined by individual choices and partly by environmental conditions, both in free conditions and while staying in prison.

- The functioning of the subject in an open environment:
 - The man has repeatedly emphasised that his individual education choices, resulting in failure and quitting vocational school, were interwoven with adverse environmental conditions;
 - Repeated changes in the jobs of the respondent were determined, on the one hand, by his own choices and, on the other hand, the social environment;

⁴⁸ A. Tyszka, *Uczestnictwo w kulturze: o różnorodności stylów życia*, Wyd. Nauk. PWN, Warszawa 1972; A. Kłoskowska, *Z historii i socjologii kultury*, PWN, Warszawa 2007, s. 260–261.

- In the choice of ways of spending free time, the environment participated in the decisions made by the respondent, but his own activity was not indifferent in this regard. It should be added that it was determined by the coercion associated with alcohol addiction⁴⁹.
- The subject's existence in penitentiary isolation:
 - Transferring the prisoner to several prisons was dictated by security reasons, and thus environmental conditions were the causative factors. Nevertheless, criminal acts committed by the respondent, i.e. his own activity, though disturbed by a lack of control due to excessive drinking, was the result of such a state of affairs;
 - The respondent's own activity, with the evident help of one of the educators in the prison, co-decided on his completion of vocational school;
 - The tutor also helped the man in taking up work for a certain period of time in prison. However, reliable work, along with getting praise for doing it, were already the subjective decisions of the subject;
 - Performing certain tasks in a single cell was the man's own activity, combined with the assistance activities of the Prison Service employees;
 - Enabling the prisoner to participate in some forms of cultural and educational activities showed him other, unknown forms of leisure that he intends to pursue outside the prison. Therefore, these aspects were also environmentally related, but the subject's declarations on their further use are individual choices;
 - The plans of the respondent related to work and continuing to live in freedom after imprisonment are his own forward-looking declarations of choices, which he intends to implement in connection with the actions in prison, which enabled him to complete a vocational school.

It can therefore be assumed that Leon Tyszkiewicz's concept has been confirmed on the basis of this case. After all, the respondent decided about his own behaviour, including his addiction, although he probably did not want to become addicted to alcohol, and alcohol co-decided on his behaviour. Leon Tyszkiewicz also draws attention to these remarks in the concept he developed⁵⁰. Nevertheless, the social environment also participated in the respondent's choices.

⁴⁹ A. Samochowiec, M. Chęć, Ł. Kołodziej, J. Samochowiec, op. cit., s. 55–63.

⁵⁰ L. Tyszkiewicz, op. cit., s. 25.

Conclusions

In adult life, a person in basic forms of activity: in professional work in conjunction with education in rational active and passive leisure, can add additional building blocks for further development of social life, multiplying scientific, cultural and civilization achievements, and can achieve individual successes, strengthen self-confidence and own abilities, live with dignity, etc. In brief, the possibilities of a man are enormous, although not always where there is a will there is a way, but by the ways accepted by most people. Man can choose paths that distort social order, causing a lot of pain and suffering to those around him and himself. This study attempted to show these significant facts.

Therefore, man and his biopsychosocial development should be accompanied by reflections in making one's own decisions so that one's actions do not harm people or the environment. The social environment should strengthen and try to direct human activity so that his ventures are constructively creative; even when he got lost and broke legal norms, because unfavourable individual and environmental tangles co-decided to make these decisions.

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